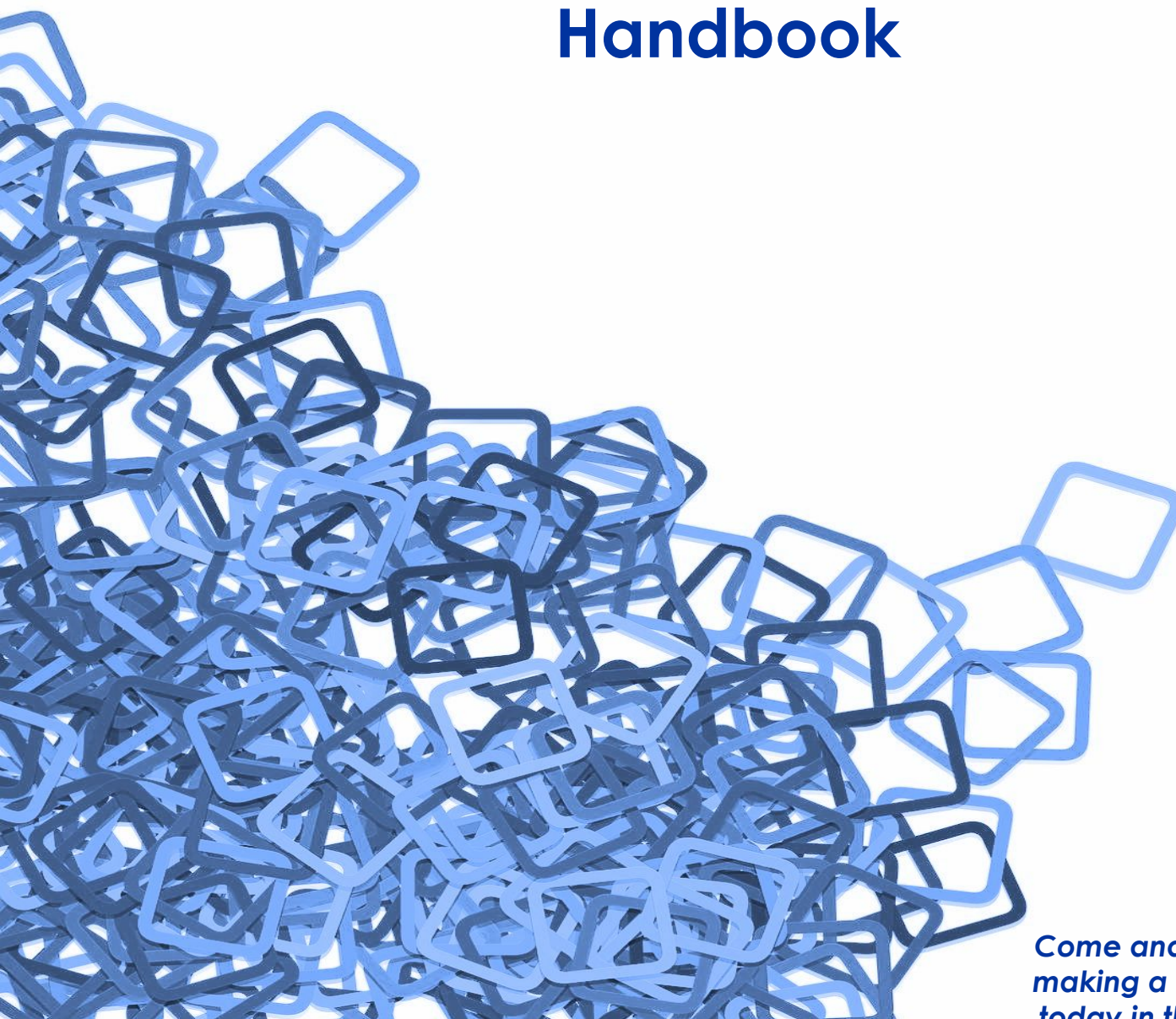


Substitute/Guest Teacher Handbook



*Come and join us in
making a difference
today in the lives of
tomorrow's leaders!*



At Chicago Public Schools, our mission is to provide a high-quality public education for every child in every neighborhood, that prepares them for success in college, career and community. This important work is grounded in our vision, which aligns our efforts and provides a clear sense of our priorities for all stakeholders.

Our work begins with three commitments:

- Academic Progress
- Financial Stability
- Integrity

The principals, teachers and students of Chicago Public Schools (CPS) are working smarter and harder than ever. Academic achievement is rising: Chicago recently posted the second highest growth rate of any urban district on the National Assessment of Educational Progress. Graduation rates are at an all time high and increasing faster than the national average. College enrollment of CPS graduates continues to climb, and thousands more of our graduates earn college degrees each year than they did a decade ago.

All of our children want to succeed and it's our job to see that they can. We will support our teachers and leaders in the challenging work of closing achievement gaps so that all of our children can thrive. We have in our hands the future thinkers, leaders and innovators of Chicago.

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Congratulations on becoming a substitute employee for Chicago Public Schools! We thank you for your commitment to serving the children of the City of Chicago. Sub Teachers will also be mentioned throughout this handbook as Guest Teachers.

Each school day, substitute/guest teachers in Chicago Public Schools face a tremendous challenge — teaching a new group of students. Unlike assigned teachers, who see the same students each day, Guest Teachers meet different students of every cultural background, educational level and conceivable temperament and are expected to maintain a safe, structured and orderly learning environment.

Undoubtedly the most important task of guest teachers is to maintain structure and order in the classrooms in which they substitute. In doing so, they provide the students with a valuable service — the smooth continuation of effective instruction in the absence of the regular classroom teacher.

You are an important part of our efforts to provide classroom continuity for our students when an employee is absent. We hope that you will find your service rewarding and appreciated. Thank you for your dedication and commitment to our students.

This handbook addresses many of the problems and challenges commonly encountered by guest teachers. It provides employment information, daily CPS procedures and tools for effectively maintaining orderly, learning-centered classrooms when substituting.

Characteristics of the Class: Under the supervision of the school principal and in the absence of the assigned teacher, responsible for the instruction, progress and discipline of all pupils in assigned classes. Performs related duties as required.

Essential Functions

- Follows existing lesson plans to provide instruction to assigned students
- Responsible for establishing positive learning expectation standards for all pupils
- Applying contemporary principles of learning theory and teaching methodology, drawing from the range of instructional materials available in the school
- Establishes and maintains reasonable rules of conduct within the classroom and on school grounds, including but not limited to, playgrounds, corridors and lunchrooms, consistent with the provisions of the Chicago Public Schools' Uniform Discipline Code
- Maintains accurate attendance records and seating charts
- Encourages student growth in self-discipline and positive self-concept; ensures fairness in teacher-pupil relationships and exhibits an understanding and respect for students
- May coordinate and attend class field trips; may work in extracurricular and after-school activities
- Utilizes appropriate resources available in the school

Minimum Qualifications: Guest Teacher candidates are not required to live in Chicago but are required to provide proof of either a Professional Educator License or Substitute Teaching License issued by the Illinois State Board of Education.

Knowledge, Abilities, Abilities and Skills: Guest Teachers in Chicago Public Schools must have a strong desire and commitment to urban education. Knowledge of subject matter consistent with state certification requirements, knowledge of and skill in the application of contemporary principles and practices of teaching, knowledge of classroom and behavior management techniques. Ability to modify instruction to meet student needs, ability to cooperate with the school faculty and administration in the development and implementation of an articulated program of instruction, ability to work effectively with pupils, parents and guardians, staff members and community representatives in providing an appropriate educational program; ability to understand the physical, intellectual, social and emotional patterns of pupils. Good oral and written communication skills, good interpersonal skills, skill in exercising sound and professional judgment.

Physical Requirements: Light Work: Exerting up to twenty (20) pounds of force occasionally, or up to ten (10) pounds of force frequently, or a negligible amount of force constantly to move objects. Physical demands include the ability to stoop occasionally, reach frequently, handle and finger objects occasionally, talk and hear constantly, frequent use of near visual acuity and occasional use of visual acuity.

Guest Teacher Pay Rates

Type	Description	Benefits Eligible	Selection Process	Current Rate (FY26)
Provisional Day-to-Day Substitute	A provisional certified day-to-day guest teacher has a degree in a non-teaching program and is employed on the basis of need. There is no guarantee of daily employment. There are no benefits in this category. Must have a SUB License from ISBE.		By Application	\$155.14
Temporary Day-to-Day Substitute	A temporary certified day-to-day guest teacher has a degree in a teaching program, has completed student teaching and is employed on the basis of need. There is no guarantee of daily employment. There are no benefits in this category. May have a PEL or SUB license from ISBE. After 100 days of service during the 2024-2025 school year, the daily rate for a day-to-day guest teacher is \$202.92 per day. The new rate isn't effective until the pay period after the 100th day of service, and shall be paid for services rendered through June 30, 2025 then returned to the initial flat daily rate.		By Application	\$209.46
Pensioned Retired Day-to-Day Substitute	Retired teachers may work for the Chicago Public Schools as guest teachers. A Pensioner Guest Teacher is employed on the basis of need. Illinois Statutes provide that pensioners may earn no more than 140 days' compensation per school year without suspension of pension. For further information you may contact the Public School Teachers' Pension and Retirement Fund of Chicago at (312) 641-4464. May have a PEL or SUB license from ISBE. After 100 days of service during the 2024-2025 school year, the daily rate for a day-to-day guest teacher is \$202.92 per day. The new rate isn't effective until the pay period after the 100th day of service, and shall be paid for services rendered through June 30, 2025 then returned to the initial flat daily rate.		By Application	\$209.46
STS Substitute	A STS short term certified day-to-day guest teacher has an associate degree or a minimum of 60 college credit hours and is employed on the basis of need. There is no guarantee of daily employment. There are no benefits in this category. Must have a STS License from ISBE.		By Application	\$135.21

Cadre Pay Rates

Type	Description	Benefits Eligible	Selection Process	Current Rate (FY26)
Provisional Cadre Substitute	A Provisional Cadre Guest Teacher has a degree in a non-teaching program. Cadres are benefit eligible and must work an average of 3 days per week and must accept any and all assignments. Must have a SUB license from ISBE.	✓	By Talent By Principal	\$184.38
Cadre Substitute/ Displaced TAT	A Cadre Guest Teacher is a certified teacher awaiting appointment, an eligible temporary day-to-day substitute or a displaced TAT and is employed for the school year to cover classes of absent teachers in elementary schools, upper grade centers, and middle schools. Cadres are benefit eligible, work an average of 3 days per week, and must accept any and all assignments. Must have a SUB or PEL License from ISBE.	✓	By Talent By Principal By CTU Contract	\$235.22
Displaced Cadre Substitute	A Displaced Cadre Guest Teacher is benefit eligible and employed the same as a regular cadre guest teacher and retains this status for one full year or until rehired. Must have worked in their teacher position a 100 or more days during the school year of displacement and have a PEL License from ISBE.	✓	By CTU Contract	\$286.43
Provisional Core Cadre	A Provisional Core Cadre Guest Teacher has a degree in a non-teaching program. Core Cadres are benefit eligible, work on every teacher attendance day, and must accept any and all assignments within their selected network. Must have a SUB license from ISBE.	✓	By Application	\$285.25
Core Cadre	A Core Cadre Guest Teacher is a certified teacher awaiting appointment, an eligible temporary day-to-day substitute or a displaced TAT. Cadres are benefit eligible, work on every teacher attendance day, and must accept any and all assignments within their selected network. Must have a SUB or PEL License from ISBE.	✓	By Application	\$322.34



Guest Teacher Comparison

Daily rates are based on the ISBE license you hold (STS, SUB, ELS or PEL) and reflect a 6.25-hour workday (7-hour school day, minus 45 minute unpaid lunch).

PEL/ELS rate exception for those with a SUB license: If you have a degree in education and have completed student teaching, you may qualify for the PEL/ELS rate. Please email a copy of your transcripts to subservices@cps.edu for consideration.

Cadre Substitute Positions

Network-Based Core Cadre - (waitlist only - all positions filled)

Provisional Core Cadre (SUB) \$285.25

Core Cadre (PEL or ELS) \$322.24

- Must have a PEL, ELS or SUB license
- District-funded
- **10 positions per network.** Once positions are filled at the beginning of the school year, all additional applicants will be placed on a wait list for the networks indicated on their application.
- **Insurance Benefits** (medical, dental, vision) available: Single, Single +1, or Family (BCBS HMO, PPO, PPO HSA)
- **Paid holidays** available during the school year (if you work the teacher attendance day before and after the holiday). Refer to the CPS calendar at cps.edu/calendar.
- Required to work every teacher attendance day. Refer to the CPS calendar at cps.edu/calendar.
- **Assigned by Substitute Services** to any school within the network you are assigned for a duration of time (personal requests are not accommodated).
- **Accrued paid vacation days** for Winter Break and Spring Break (up to 5 days), as per the [Winter/Spring Break Pay Chart](#).
- Not eligible for incentives
- Retirees are ineligible
- [Core Cadre Application Info 2025-26](#)

Citywide Cadre or School-Based Cadre

Provisional Cadre (SUB) - \$184.38

Cadre (PEL or ELS) - \$235.22

- Must have a PEL, ELS or SUB license
- School-funded against absent teacher or school sub teacher bucket
- [Insurance Benefits](#) (medical, basic vision) - Single with the option to purchase additional dependent or family coverage (BCBS Blue Advantage HMO)
- **Paid holidays** available during the school year (if you work the student attendance day before and after the holiday). Refer to the CPS calendar at cps.edu/calendar.
- Required to work 3 days a week on average (Principals may expect School-Based Cadres to work every school day)
- Only work on student attendance days unless approved by the Principal - cps.edu/calendar
- Citywide Cadres are assigned daily by Substitute Services
- School-Based Cadres are Principal requested and report to the same school daily
- Eligible for the following Incentives - [SY26 Sub Teacher Incentives](#)
- Retirees ineligible
- [School Cadre Request Info 2025-26](#) (Principal/AP must initiate application)
- [Citywide Cadre Application Info 2025-26](#)



Day to Day Substitute Positions

Provisional Cert Sub Teacher (SUB) - \$155.14

Day-to-Day Sub Teacher (PEL or ELS) - \$209.46

- Must have a PEL, ELS or SUB license
- Work when and where they want.
- Must work at minimum once every 120 calendar days to remain active on our roster as a CPS Substitute Teacher.
- Only work on student attendance days unless approved by the Principal - cps.edu/calendar
- Eligible for the following Incentives - [SY26 Sub Teacher Incentives](#)
- [2025-26 Substitute Teacher Registration Form](#)

Short Term Sub (STS) - \$135.21

- Has a STS license
- Work when and where they want.
- Must work at minimum once every 120 calendar days to remain active on our roster as a CPS Substitute Teacher.
- Only work on student attendance days unless approved by the Principal - cps.edu/calendar
- Can not work in one position for more than 5 days at a time.
- Eligible for the following Incentives - [SY26 Sub Teacher Incentives](#)
- [2025-26 Substitute Teacher Registration Form](#)

Substitute Teacher Incentive Program

What is the Substitute Teacher Incentive Program?

The Program allows guest teachers who take assignments at high needs schools to receive an additional monetary incentive for that assignment.

What are the incentives?

High Need Schools

For any day that a substitute (core cadres excluded) works in a **high need school**, that substitute will receive an additional monetary incentive. Additional pay will be: **\$45 per day**

The incentive pay is based upon a standard work day (6.25 hrs) on student attendance days during the regular school year. Only 2 half days on the same day count towards any incentive payments, 2 half days on separate days will not count towards any incentive payments.

What are the high need schools?

There are 50 high need schools that are part of the Substitute Teacher Incentive Program. For the 2025-26 List of Incentive Schools, please go to or click on the following link.

<https://tinyurl.com/yu634yvy>

How will I know if a school is a high need school?

Schools that qualify for the monetary incentive will be identified in Frontline with the word (Incentive) following the school name. For example,

Standard Name in Frontline	New Name in Frontline
ABC School	ABC School - Incentive

Who is Eligible for the Incentives?

All substitute categories except for core cadres are eligible to participate in this program. Sick and PTO days do not count towards any incentives.

The Substitute Teacher Incentive Program is for the duration of the 2025-26 school year and shall expire on June 5, 2026.

How is the Incentive Paid?

Incentives are paid every pay period and will be listed as “**General Lump Sum Stipend**” on your pay stub. In order for stipends to be processed, you must be matched in Frontline by the end of each day you work.

Please contact us at subservices@cps.edu with questions.

What is the Special Education Incentive Program?

This program is intended for guest teachers, with the exception of Core Cadre members who hold a current special education endorsement and accept special education assignments. These individuals will receive an additional monetary incentive for each special ed school assignment.

What are the special education incentives?

Special Education Assignments

Any day that a **sped endorsed guest teacher (core cadres excluded)** works in a **special education class**, that substitute will receive an additional monetary incentive. Additional pay will be: **\$35 per day**.

The incentive pay is based upon a standard work day (6.25 hrs) on student attendance days during the regular school year. Only 2 half days on the same day count towards any incentive payments, 2 half days on separate days will not count towards any incentive payments.

How to Identify Special Education Assignments in Frontline?

In Frontline, each teacher's job description is listed after their name. For example,

Brown, Jane SPED Teacher (9-12)

Who is Eligible for the Special Education Incentives?

Guest Teachers (excluding core cadres) with current special education endorsements are eligible to participate in this program. Sick and PTO days do not count towards any incentives.

This Special Education Incentive Program is for the duration of the 2025-26 school year and shall expire on June 5, 2026.

How is the Incentive Paid?

Incentives are paid every pay period. They will be listed as “**General Lump Sum Stipend**” on your pay stub. In order for stipends to be processed, you must be matched in Frontline by the end of each day you work.

Please contact us at subservices@cps.edu with questions.

What is the Bi-Lingual Incentive Program?

This program is intended for guest teachers, with the exception of Core Cadre members who hold a current bilingual endorsement and accept bilingual assignments. These individuals will receive an additional monetary incentive for each bilingual school assignment.

What are the special education incentives?

Bi-Lingual Assignments

Any day that a **bilingual guest teacher (core cadres excluded)** works in a **bilingual class**, that substitute will receive an additional monetary incentive. Additional pay will be: **\$35 per day**.

The incentive pay is based upon a standard work day (6.25 hrs) on student attendance days during the regular school year. Only 2 half days on the same day count towards any incentive payments, 2 half days on separate days will not count towards any incentive payments.

How to Identify B-Lingual Assignments in Frontline?

In Frontline, each teacher's job description is listed after their name. For example,

Brown, Jane Bil Teacher (9-12)

Who is Eligible for the Bi-Lingual Incentives?

Guest Teachers (excluding core cadres) with current bilingual endorsements are eligible to participate in this program. Sick and PTO days do not count towards any incentives.

This Bi-Lingual Incentive Program is for the duration of the 2025-26 school year and shall expire on June 5, 2026.

How is the Incentive Paid?

Incentives are paid every pay period. They will be listed as "**General Lump Sum Stipend**" on your pay stub. In order for stipends to be processed, you must be matched in Frontline by the end of each day you work.

Please contact us at subservices@cps.edu with questions.

Chicago Public Schools and Substitute Services hold high expectations for guest teachers. You are an integral part in the day-to-day operations of a school. Many people are counting on you to do your job efficiently and effectively.

Substitute Services' Expectations Include:

The Substitute Center requires that all substitutes use the Frontline System to access assignments. You can access Frontline Absence Management through cps.edu/apps. Instead of your 9-digit employee ID and PIN, you will now use your CPS username, password, and a single-use code—similar to logging into your CPS email. If you check for jobs via phone (1-800-942-3767), you will continue to use your PIN. Frontline is available 24 hrs/7 days a week.

It is essential that you arrive promptly to the school which you are assigned, therefore, we require that you accept your assignments in advance of the school's start time. A record is kept by Frontline of the exact time that you accept an assignment. Contact the school if you are arriving late. Principals may refuse substitutes who arrive late without good cause.

Prior to accepting an assignment less than 1 hour before the school's start time, you must contact the school administrator to verify if classroom arrangements have already been made and also advise that you may be arriving late if the assignment is still available.

Cancellation of an assignment less than 12 hours prior to the start of the school day will automatically designate a non-work day in Frontline. A non-work day is an indicator that you are not available for work on that particular day.

DO NOT cancel an assignment from a confirmed school and report to another school. All schools rely on their assigned substitutes for classroom coverage. Repeated cancellations and no shows from substitutes are kept on record and can potentially jeopardize employment status.

You should be able to manage a classroom. You should always be appropriately attired and observe the basic standards of cleanliness, modesty and good grooming. Always use professional ethics in relationships with students, parents, community, faculty, administration and other school personnel. Adhere to existing CPS Policies ([CPS Policies](#)).

Guest Teachers should wear business attire and adhere to the following examples of attire that is appropriate:

- Blazers, suits or sports coats
- Dress pants or slacks
- Dresses, skirts
- Dress shirts, oxford button-down shirts
- Polo shirts
- Sweaters and cardigans
- Dress shoes, loafers

Guest Teachers should **not** wear the following attire;

- Leggings, spandex, fleece or sweat pants
- Athletic wear
- T-shirts, except for school spirit wear on designated days
- Shorts
- Flip flops or beach sandals
- Non-religious, non-medical, or non-cultural head coverings, including hats and caps
- Clothing, including face coverings, with writing or slogans that are disruptive, unsafe, or offensive to others. This includes any symbols or messages that are solicitous, profane, obscene, derogatory, or inflammatory to racial, ethnic, or religious groups, symbols of violence, or advertisements for alcohol or illegal substances.

Our office provides the following information in both the clerk and principal annual guidance;

Board Policy restricts substitutes from taking assignments for more than 20 days. Substitutes should never be in the same classroom for more than 20 days and should refuse an assignment that is longer than 20 days.

Chicago Public Schools recognizes the importance of mental health support and services for the well-being of our students and staff. Click the [Mental Health and Suicide Prevention Resources](#) link to review the various resources provided for our CPS community.

Ensure that your contact information is current. Employees are responsible to report any status changes such as name change, address and telephone number in HR4U.

To access HR4U from a CPS Network computer: visit hr4u.cps.edu, sign in and select the self-service option to update your information.

All CPS employees are required to wear their issued CPS photo ID while on CPS property. To check the status of your photo ID request, please contact the Security Office at 773-553-6670.

While new employees await their CPS photo ID, you may begin accepting assignments in Frontline. When reporting to your school placements, be sure to bring a valid State ID or driver's license, along with your "Clear to Start" emails from the Staffing Department, to present to school security and the school clerk in the main office.

To access HR4U from home: visit [Remote Access HR4U](#) for instructions on setting up your device.

Maintain a valid license with the Illinois State Board of Education that is registered with the City of Chicago (Region 15). Visit the ISBE website at www.isbe.net.

Guest teachers pay into the Chicago Teachers' Pension Fund. For questions or additional information about your pension please visit www.ctpf.org.

The 140 day work limit for all CTPF retirees has been extended through the 2025-26 school year. For a limited time, a CTPF retiree who returns to work as a guest teacher must not exceed the reemployment limitation of 140 days each fiscal year from July 1, 2025 to June 30, 2026. If the day limit is exceeded, pension benefits and health insurance subsidies will be cancelled. It is the sole responsibility of the substitute to keep track of days worked. Days worked are calculated according to payroll, please do not use Frontline to track days worked as it is not a reliable method. For further information regarding the rules governing reemployment visit the CTPF website at www.ctpf.org/returning-work.

A guest teacher may update their position to a paraprofessional substitute (either Sub SECA or Sub TA). Please email Substitute Services at subservices@cps.edu if you are interested in changing your substitute position title. Changes may only take place once a semester.

In order to remain an active guest teacher in CPS, you **MUST** work at minimum one day every 120 calendar days during the school year. If you do not work at least once every 120 days during the school year, your employment as a substitute teacher may end. **Please Note:** Summers are not included in the 120-day calculation. You may reapply to become a substitute by visiting www.cps.edu/iwanttosub.

Unlike full-time employees, Guest Teachers are **not** required to live in Chicago.

Once at the school, you should remain flexible and willing to handle a variety of assignments. As explained in the principle and clerk guidance, Substitute Services strongly suggests subs are provided preparatory periods when one of the following occurs:

- No lessons plans
- Classroom assignments are switched upon arrival (the Frontline assignment is not their actual assignment)
- Inaccurate teacher description in Frontline*

Assignments accepted in Frontline for a particular teacher are not always guaranteed. Schools may assign you to a another classroom that they deem fit based on a variety of circumstances.

Each school administration is reminded that Board Policy restricts substitutes from taking assignments for more than 20 days. Substitutes should never be in the same classroom for more than 20 days and should refuse an assignment that is longer than 20 days.

Always treat the students and staff in a professional, respectful manner.

Ensure that you have a copy of age-appropriate lesson plans in case the absent teacher does not leave directions for the class. Thousands of free educational materials for kindergarten through high school can be found online and at the following website: <https://www.studenthandouts.com>. Keep your “sub kit”/“bag of tricks” up-to-date and remember to take it with you every day.

Prepare a lunch. Some schools provide the opportunity for teachers to purchase lunch or leave the building for lunch; these are exceptions to the rule, so have a lunch prepared.

School hours should be devoted exclusively to official school duties.

If there are challenges with an assignment, the professionalism of the staff or any other aspect of your assignment and you require assistance, contact Substitute Services with the issue at an appropriate time.

DO NOT contact our office during student instruction time.

DO NOT engage in confrontational behavior with the school or the students.

DO NOT abandon your class or leave your class unattended at any time.

*Principals can correct inaccurate Frontline teacher descriptions by redefining their position in Oracle.

How Do I Obtain Assignments

Frontline Substitute Assignment System (formerly “Aesop”)

The Chicago Public Schools uses Frontline Technologies to manage teacher absences in the district. This system allows teachers to enter their absence and current substitutes the ability to search for and accept absences entered by teachers. Frontline is only compatible with Google Chrome and cannot be accessed with any other web browser. There are several types of Frontline users, each one accessing the system for different reasons:

Employees – Create absences in Frontline using either the phone or the internet.

Substitutes – Search for assignments, view schedule, create non-work days, leave feedback, set calling preferences and set preferences of where they want to work. Training materials are also available online.

Cancellation of an assignment less than 12 hours prior to the start of the school day will automatically designate a non-work day in Frontline. A non-work day is an indicator that you are not available for work on that particular day.

Principals/Clerks – View/Create and manage all absences at their school location. Schools have been asked to utilize the notes section available within each individual assignment.

Access

Once you are hired as a guest teacher, you will have access to the database within 24-48 hours. Frontline offers you the flexibility to proactively search for jobs and fill your own schedule as you prefer. With Frontline you will be able to access locations to which you have been assigned via the web, mobile web on your phone or an automated phone call. Frontline offers unique web-based features including the ability for you to select schools or areas of choice.

Substitutes can call Frontline toll free at 1-800-942-3767 or login online at cps.edu/apps. The Frontline system is available 24 hours a day, 7 days a week.

Instead of your 9-digit employee/email address and PIN, you will now use your CPS username, password, and a single-use code—similar to logging into your CPS email. If you report absences or check for jobs via phone, you will continue to use your PIN.

Before Taking An Assignment

Before Taking An Assignment

Before taking your first assignment, take some time to navigate through the various resources identified in the appendices.

- The Absence Management Tool - get familiar with how absences are posted, how to select an absence, how to elect the method in which you can be contacted for available assignments. Frontline Support is available on your homepage.
- The Employee Intranet - click through the instructional tools and supports available for educators in CPS. You will find lesson plans and other information related to engaging children. You will also find information about available professional development options. [CPS Employee Intranet](#)
- The Chicago Public Schools Directory or School Locator - you will find school specific information on all CPS schools [CPS School Directory](#) or [CPS School Locator](#)

No substitute employee may accept an assignment at a school in which a relative(s)* of that person is employed as a school Principal or Assistant Principal.

Link to Chicago Public Schools Code of Ethics: [Chicago Public Schools Code of Ethics](#)

*Relative(s)" means a Person who is a Spouse, Domestic Partner, Partner to a Civil Union, child, step-child, parent, step-parent, grandparent, grandchild, sibling, step-sibling, half-sibling, parent-in-law, brother-in-law, sister-in-law, son-in-law, daughter-in-law, aunt, great-aunt, uncle, great-uncle, niece, nephew, or first cousin and shall include any similar relationship created by blood, legal adoption, in loco parentis status, marriage, Domestic Partnership, Partnership to a Civil Union, or parenting relationship.

Full Day Schedule

Guest Teachers are paid 6.25 hours for a full day. Below list the details for elementary and high school assignments:

- Elementary - Substitutes can work up to 7 hours.
 - ◆ Mandatory 45 minute duty free, unpaid lunch
 - ◆ Prep Periods*

- High School - Substitutes can work up to 8 periods.
 - ◆ Assigned up to 7 instructional periods
 - ◆ Mandatory 50 minute duty free, unpaid lunch
 - ◆ Prep Periods*

Our office provides the following information in both the clerk and principal annual guidance;

Board Policy restricts substitutes from taking assignments for more than 20 days. Substitutes should never be in the same classroom for more than 20 days and should refuse an assignment that is longer than 20 days.

* Guest Teachers should receive preparatory periods when one of the following occurs:

- No lessons plans
- Classroom assignments are switched upon arrival (the Frontline assignment is not their actual assignment)
- Inaccurate teacher description in Frontline**

** Principals can correct inaccurate Frontline teacher descriptions by redefining their position in Oracle.

The School Day Begins

The more time guest teachers have to familiarize themselves with the class procedures, plans and schedules of the different schools in which they work, the smoother and more productive their teaching days will be. Therefore, guest teachers should try to arrive at their schools as early as possible. Listed below are suggestions designed to help guest teachers get their workdays off to a good start.

- Report to the main office immediately upon arriving at school.
- You will be instructed to sign in and then swipe in using your photo ID card. Be sure to press the **substitute button** before you swipe in the morning.
- Please double check on the starting and ending times to insure that there is no confusion. Obtain room keys, grade level/class and room number from the clerk.
- Ask school official if teachers eat lunch with students.
- Before leaving the main office, confirm the correct procedure each school uses when a student leaves the classroom during instruction for the bathroom, office, nurse, etc.
- If there is anything else you do not understand now is the time to ask. Acquaint yourself with the classroom, schedules, lesson plans, seating charts and textbooks.
- Introduce yourself to the teacher next door and/or across the hall. This is another opportunity to ask questions about anything you do not understand. He/She may be your greatest asset during the day.
- Locate faculty restroom and student restrooms.
- Look for list of monitors, patrol members, students instructed to assist you, students who are involved in pull-out programs and so forth.

- Put work assignments and your name on the board. If there is not an opening assignment, choose one that is appropriate. It is important that you get the class started immediately after opening exercises. This will give you the time needed to take care of attendance while students are working.
- In the event that the teacher did not leave lesson plans, you can find thousands of free educational materials for kindergarten through high school on the following website: [Student Handouts](#)
- Check disaster, fire and emergency drill procedures. (In the event of fire/disaster drills, take attendance roster with you.)
- Be aware of special classes (P.E., Music, Art, Computers, Library, Choir). Know when and where they are taught.
- Stand at the door and greet students. Have students enter the room, hang up coats and sit in assigned seats in an orderly fashion.
- Begin with the usual opening exercises (Pledge, National Anthem).
- Start students with assignment.
- Take attendance in pencil or on separate paper. Have assigned student or ask a student to assist you if needed.
- Follow lesson plans and start assigned work.
- Learn students' names. Make a seating chart to assist you. (Knowing students' names helps keep order.)
- Below is an available website providing thousands of free educational materials for kindergarten through high school: [Student Handouts](#)

The School Day Progresses

As the day progresses, a teacher's energy level might decrease while the student's energy levels increase. Now is the time to maintain calm. Keep the voice tone low. Students must be quiet in order to listen and follow instructions. All guest teachers are responsible for maintaining order, handling the usual discipline problems and keeping students under their supervision safe. The following suggestions can help a guest teacher school day move along efficiently and effectively.

- Circulate throughout the classroom; it helps to maintain order and build rapport with the students.
- Stand where you can see all the students. Sitting at the teacher's desk can obstruct your view of the entire class.
- Periodically walk around the classroom throughout the day.
- Praise students whenever an opportunity presents itself.
- Use activities from your "sub kit" if students finish assigned work.
- Walk class to the restroom, outdoor recess, special classes and lunch.
- Pick students up from special classes or lunch on time!
- Admit only visitors who have passes to the class.
- Do not allow students to leave the room without following each school's protocol.
- Make sure all students sent on errands have name, time and homeroom numbers on passes.

- Be sure students know where to get materials, what to do if they have a question, where to work, where to put finished work and what to do when they have completed the assignment.
- Get the attention of every student before giving instructions.
- Limit yourself, when possible, to only three directions.
- Give directions immediately before the activity.
- Use both oral and written directions as needed.
- Keep your voice low and enunciate clearly.
- Contact neighboring teacher or the office if a situation arises in which you are unsure as to the correct procedure.
- Do not threaten misbehaving students with consequences, which you cannot implement.
- Never leave the class unattended.
- Never use corporal punishment as a means of discipline. This includes touching students in any manner, forcing the student to perform physical tasks, prohibiting the student from using the restroom or going to lunch.

The activities below can help facilitate a smooth finish to a school day for the guest teacher and the students. The manner in which the class leaves the school for the day can be an indication of how the day went for the substitute and the students. The cleanliness of the room and the amount of student work accomplished can indicate to the returning teacher the effectiveness of the substitute. These observations are often brought to the attention of the principal and identify a competent individual, one who should be asked to return.

- Collect the students' work even if they have a blank paper with their name on it. (It is important they realize that their work is to be turned in and graded.)
- Assign homework if the teacher's lesson plans call for it.
- Check procedures and times for dismissal of the students who ride school buses home. Begin to straighten up the classroom about 15 minutes before dismissal. Have students clear their desk areas.
- Return any equipment that was used.
- Leave a copy of "Behavior Checklist"; include any notes or messages to the teacher.
- Line students up in an orderly fashion. Maintain an orderly line.
- Walk class to dismissal door.
- Make sure that the attendance book and other records are safe and left in the classroom.

- Thank students for their attention and cooperation.
- Gather all personal belongings. Do not leave anything behind.
- Walk students to appropriate location.
- **DO NOT** let students leave early.
- Return to the main office to return keys, swipe out, sign out and check if you'll be retained for the next day.
- Substitutes should maintain personal records regarding each day they work, noting names, addresses and phone numbers of schools; teacher's name; grade levels; room numbers; and any other information they feel is pertinent or helpful. This information will assist you in reconciling your time and attendance.



Time and Attendance Guidelines

Chicago Public Schools utilizes the KRONOS time & attendance application to capture all time reporting for substitutes. For accurate payroll processing, your substitute assignment must be recorded in Frontline.

To ensure proper recording of daily time, SWIPE IN and OUT on KRONOS DATA KEEPER in the school office.

At the start of your shift

1. Press the 'Substitute' button on the Kronos clock.
2. Swipe your card or enter your 9-digit employee ID into the Kronos clock.

At the end of your shift

1. Do not press the 'Substitute' button on the Kronos clock.
2. Swipe your card or enter your 9-digit employee ID into the Kronos clock.

Be sure to press the 'Substitute' button **only once** at the start of the day rather than both at the start and end of the day. This is a recent procedural change that will help ensure that there are no delays in payroll processing.

If you arrive late for a substitute assignment at a school without cause, your salary may be docked. Substitute employees can only work on student attendance days. Reporting to schools on days when students are not in attendance will result in no pay for that day, unless previously authorized by the principal or Substitute Services. Please use the school year 2025-26 School Calendar to identify "no student attendance days.". (Examples: Report Card pickup, School Improvement Days, Teacher Institute Days, etc).

Substitute employees must carry their Chicago Public Schools' Photo Identification Card when they report to work. Failure to display this identification card may result in no work for that day. If your identification card is lost, a replacement identification card may be requested by completing the online form at <http://cps.edu/idbadge>.

Swiping IN and OUT on the KRONOS time clock is required to assure accurate salary. The sign-in sheet at the school does not replace KRONOS swipes. Forgetting to swipe in and out may cause loss of pay and/or a delay in receiving salary for the day.

Keep track of your daily swipes on your Kronos timecard. Web Timecard access instructions are included in the appendices to assist you in tracking your time and attendance.

Under the PLAWA ordinance, all substitute employees are eligible to accumulate and use paid benefit time. In SY26, substitutes will earn one hour of Sick time and one hour of PTO for every 35 hours worked. Unused Sick or PTO hours will roll over into the following school year, subject to certain limits.

The maximum rollover balance for Sick time (SCM) is 80 hours, and the maximum rollover balance for PTO (PTR) is 16 hours.

To use accrued sick or PTO time, substitutes must submit a request through the timekeeper.cps.edu website.

All requests are reviewed and approved by Sub Services.

- Benefit day requests must be submitted for approval before the payroll deadline for the corresponding pay period.
- The deadline to submit a request is the Tuesday after the pay period ends. For example: Benefit requests for PP20 (09/07/25-09/20/25) are due Tuesday 09/23/25.
- Requests for historical corrections (dates that fall within closed pay periods) will not be accommodated.
- Substitutes may submit benefit day requests in either full-day or half-day increments; benefit time cannot be requested in hourly amounts.
- Each request must be submitted for individual days—multiple-day requests are not permitted.
- Benefit day requests can only be submitted during the regular school year.
- Retired substitutes should not request sick days if they have already reached their 140-day limit
- Benefit day requests do not count toward any substitute incentive programs.

Click [here](#) for illustrated instructions on submitting and canceling substitute benefit days.

Benefit Day Banks for Substitutes	
Paid Time Off (PTO)	Hours accrued in the current Fiscal year at a rate of 1 hour for every 35 hours worked which can be used for any reason.
Sick (SCK)	Hours accrued in the current Fiscal year at a rate of 1 hour for every 35 hours worked which can be used for sick related reasons.
Sick City Ordinance (SCM)	Accumulated Sick hours from the prior Fiscal year which can be used for sick related reasons, max balance of 80 hrs.
Paid Time Off Rollover (PTR)	Accumulated Sick hours from the prior Fiscal year which can be used for sick related reasons, max balance of 16 hrs.
Unscheduled Time (UNS)	NEVER SELECT UNS (Unscheduled Time). You will not be paid for the day.

Click [here](#) for illustrated instructions on submitting and canceling substitute benefit days.

Where can I view my timecard?

You can view your timecard by logging into timekeeper.cps.edu.

What should I look for when I review my timecard?

You should make sure that you have an **In** and **Out** swipe for every day worked. If you are missing a swipe, contact the school clerk to edit your timecard. Once subs swipe correctly at a school, the clerk is automatically granted access to their timecard.

How often should I review my timecard?

You should review your timecard at least once a week. We suggest you view your timecard every Monday.

Do I have access to Kronos from home?

Yes, you can access Kronos outside of CPS. Using Google Chrome enter <https://timekeeper.cps.edu> to access Kronos from home.

What should I do if I double swipe?

Notify the school clerk immediately and request they edit your timecard for that day.

How is my regular payroll entered as a substitute teacher?

Frontline and Kronos timekeeper work in conjunction to generate your pay accordingly. Your assignments **must** be reported in Frontline at all times. We encourage subs to check their timecards weekly and notify each school clerk to resolve any payroll discrepancies.

Who do I contact regarding my incentive pay?

Incentives are handled directly by Substitute Service. For assistance, please email Sub Services at subservices@cps.edu.

What should I do if I missed the payroll deadline for reporting my missed swipe?

If you missed the payroll deadline for reporting a missed swipe, you must contact the school clerk and request they complete a [sub manual entry form](#). The form is used to request a manual update to a substitute employee's timecard ONLY when the employee is missing a swipe. All requests should be submitted as a ServiceNow Payroll Substitute Teacher Timecard Correction ticket.

What should I do if the school clerk cannot view my timecard?

Clerks can request access to a substitute's timecard by going to secure2.cps.edu/TAC_Team.

What should I do if I worked overtime during the payroll period?

After-school and weekend overtime must be pre-approved by the school administrator. You must provide your attendance sheet to the school clerk for processing.

Who should I contact for payroll issues and support?

If you experience issues logging onto timekeeper.cps.edu, please call the IT Service Desk at (773) 553-3925 for assistance. Contact school clerks regarding any issues with your regular daily pay. Email subservices@cps.edu for any missing incentive payments.

Reviewing Sub Timecards

You can review & verify your timecard using Google Chrome, log into Kronos Timekeeper (timekeeper.cps.edu).

Examples of Time Discrepancies

1. **Missed punch:** You will see a solid red box for a missing punch.
2. **Position number not visible:** Assignment not properly reported in Frontline (AESOP) by the school.
3. **Unit Number not visible:** Substitute button was not pressed at the start of your shift.

NOTE: Contact the school clerk if you identify any discrepancies on your timecard.

		Date	Pay Code	Amount	In	Out	Transfer
		Wed 2/21			9:00AM	4:28PM	/29151//23481505337///
		Thu 2/22			8:52AM	4:00PM	/29151//23481466005///
		Fri 2/23			8:47AM	4:00PM	/29151//23481466005///
		Sat 2/24					
		Sun 2/25					
		Mon 2/26			8:45AM		
		Tue 2/27			8:45AM		
		Wed 2/28			8:46AM	4:02PM	/29151//
		Thu 3/01			8:51AM	3:56PM	
		Fri 3/02			8:45AM	8:49AM	
		Sat 3/03					
		Sun 3/04					

The chart below outlines the payroll process for each substitute category.

Sub Title	Daily Pay	Missed Swipes	Fails to Press the SUB Key	Historical Corrections	Incentive Pay	Benefit Days
Cadre Teacher (except Core Cadre)	Sub accepts assignment in Frontline -or- School Clerk matches sub in Frontline -and- School Clerk reviews their timecard before each pay period	School Clerk submits a SNOW ticket via ServiceNow, and shares the ticket number with the sub	Clerks request access to a substitute's timecard by going to secure2.cps.edu/TAC Team , then shares the ticket number with the sub and makes edits once access is granted	Completed and submitted by the school clerk, and shares the ticket number with the sub	Processed by Sub Services	Managed by Sub Services
Day-to-Day Sub (Guest) Teacher						
Provisional Sub (Guest) Teacher						
Short Term Sub (Guest) Teacher						
Substitute Clerk						
Core Cadre Teacher	Processed by Sub Services	Processed by Sub Services	Processed by Sub Services		N/A	
Provisional Core Cadre Teacher						
Substitute SECA						
Substitute TA						
Reassigned Teacher			N/A			
Retention Sped Teacher or Case Manager			N/A			
Retention SECA			N/A			
Retention TA			N/A			

As a guest teacher, it is important that you are aware of the legalities of situations that commonly occur in schools. This is essential for your protection and that of the students.

Search & Seizure

School officials are only authorized to search the belongings of students when “reasonable grounds” for suspicion exist; for example, evidence of a gun, knife, or smelling marijuana.

Corporal Punishment

Corporal punishment should never be used to discipline students. This ranges from striking a student to prohibiting a student from lunch. **DO NOT** touch the students. Corporal punishment includes, but is not limited to hitting, pushing, pinching, forcing a child to stand up for long periods of time, making a student do push-ups, or using any physical force.

NEVER TOUCH A STUDENT OR THEIR BELONGINGS

Confidentiality

Remember that students’ records are confidential and may be viewed only by the student and his/her parents or legal guardians. Confidentiality may be required when students reveal personal problems to their teacher.

School-Related Assault

If you are a victim of a physical or verbal assault on school grounds during school hours, you should immediately notify the principal or administrator in charge.

No Smoking Policy

All Chicago Public School buildings are smoke-free environments.

Discrimination

It is the policy of the Board to maintain a work environment that encourages respect for the dignity of each individual. Violation of anti-discrimination policies will be subject to discipline. Never defame or demean students. This includes requiring students to participate in any activity that goes against their religious beliefs. Be especially professional and cautious in matters that might raise questions about moral and ethical relations with students. The courts consistently hold educators to a higher standard of care and behavior because of the nature of their role in dealing with minors.

Safety

Never leave students unattended. Use the classroom intercom or send a student with a message if you need to contact the principal, another teacher, etc. Maintain a neat, orderly, and safe environment for the students. Know how to quickly contact school personnel who can assist with an emergency (administrator, nurse, etc.) Safeguard equipment and materials against abuse and theft.

Medications

Never give medicine of any kind, including aspirin to students. Refer students who are taking medication to the office or nurse for supervision.

Disruptions

Don't order a disruptive student to leave class unsupervised. Instead:

- a. Use the intercom to ask for assistance from the office.
- b. Ask another teacher to supervise your class while you escort the student to the office.

Accidents

Report accidents or injuries to the office or clinic immediately. As soon as possible, write down what happened for school authorities and keep a copy of the report for yourself. If a student appears to be ill, call for assistance. If the student does not return to class, check with the office to verify his or her status (excused to go home, waiting for parent pick-up, etc.)

Personal Injuries

Immediately report all personal injuries to the main office. Write down what happened for the school authorities and request they submit the incident into Aspen. Since guest teachers do not have Aspen access, request an incident copy for your records. If the school fails to provide a copy, document it and contact CTU to file a grievance, 312-329-9100.

Inappropriate Language

It is not appropriate to use language that is demeaning or disrespectful as a means of correcting behavior, or in response to student behavior, or as humor. Further, it is never appropriate to use profanity at school. Never embarrass or humiliate a student in any way.

Dismissal

Do not keep students after class or after school. If someone comes to the classroom to pick up a child, refer him/her to the office. The student should not leave your class unless you have permission from the administration. Avoid being left alone with a student for extended periods of time.

Professionalism

Avoid introducing controversial subjects or materials to classes (information on racism, sexually explicit materials, religion, your personal political views, films that are not rated for a young audience, etc.)

Do not use your cell phone while supervising students unless the intercom does not work, and you need to contact the office.

Do not bring your personal computer to school.

Do not use district property for personal use.

Do not complain to students or discuss your personal problems.

Do not use any form of social networking to interact with students at any time.

Guidelines Regarding Maintaining Professional Staff/Student Boundaries

Communications with Parents

Obtain permission from the principal before sending notes or other communications home to parents.

Gifts to Students

Do not give gifts including candy to students.

Board workplaces shall be drug and alcohol free. Accordingly, employees shall not unlawfully manufacture, distribute, possess, consume, use or be under the influence of drugs or alcohol on Board property or premises or at any site of Board-sponsored activities. Employees who violate this Rule shall be dismissed from employment.

Blocked

Guest Teachers who are found to have committed acts of misconduct may be immediately removed from any school based on the administrator's discretion. If this occurs, access to the substitute assignment system may be temporarily blocked.

Situations in which such actions would be necessary may include but are not limited to:

- a threat to the safety of employees and/or students;
- a gross disruption of the orderly educational process;
- to ensure the protection of the physical facility; and/or
- a report of behavior of a criminal nature

Excluded

Chicago Public Schools rely on guest teachers to be consistent and fulfill their commitment. Therefore, when substitutes do not meet the requirements and become unreliable, a school may prevent the substitute from returning to their school by blocking them in Frontline. Guest Teachers may contact their union representative to request a list of their school blocks.

In addition to the reasons listed above, reasons in which such actions would occur may include but are not limited to:

- continuous tardiness
- repeated no shows for confirmed assignments
- poor classroom management
- frequent late cancellations

Acts of Misconduct

Performance issues/incident reports about your conduct at school sites may result in an investigation and/or hearing to determine your employment status. Substitute employees are subject to the Chicago Public Schools' Employee Discipline and Due Process Policy or the Misconduct/Discipline Matrix depending on their bargaining unit. Click [here](#) for the discipline matrix for CTU employees.

Commission of any acts of misconduct and/or violation of Board Rules or policies may result in an investigatory conference convened in the Office of Employee Engagement. This conference can lead to disciplinary actions up to and including discharge.

ROEs/ISCs

NEW REFUND PROCESS

Application refund requests must be made using Form 95-10 and come directly from the educator. Refund requests will no longer be accepted from Regional Offices of Education/Intermediate Service Centers or districts via email or phone.

- Complete Form 95-10 available on the [licensure forms page](#).
- Email completed form to licensurefees@isbe.net.
- Refund requests must be received within seven days of application.
- The application must be in pending review status to be considered for a refund.

For more information about the new process, contact your liaison.

CTE LICENSURE

Our department is working collaboratively with the Career & Technical Education (CTE) Department to complete CTE application reviews for current or prospective educators. If you have a specific question about a pending, deficient, or issued CTE license, you may email CTE@isbe.net. If you have questions about the CTE licensure process, you may continue to reach out to your liaison in the Educator Effectiveness Department.

PART 25 UPDATES

We are in the process of proposing updates to Part 25 of School Rules. Stay up to date and find all existing and proposed rules on our [website](#).

NEW LICENSURE MATRICES WEBPAGE

For more information about acceptable coursework to earn a subsequent endorsement on a Professional Educator License, educators should visit the new [licensure matrices webpage](#). Please note: Institutions of higher education reserve the right to request additional coursework as they see fit.

Illinois of Higher Education

ECE FLEXIBILITY FORM

For information about existing and prospective licensure flexibilities for ECE licensure, visit <https://www.isbe.net/Documents/ECE-Form.pdf>

ECACE SCHOLARSHIP - DETAILS AND APPLICATION COMING SOON!

Members of the early childhood education workforce who are seeking credentials and/or a degree in early childhood education may be eligible for the new Early Childhood Access Consortium for Equity (ECACE) Scholarship Program. Please visit the [Illinois Student Assistance Commission](#) for program information.

In the Spotlight – Teacher Leader Problems of Practice: Where Are They Now?

Learn how grant recipients are recruiting, preparing, and utilizing teacher leaders as agents of change in PreK-12 public school districts.



isbe.net/licensure



Illinois
State Board of
Education



If you are a guest teacher planning to retire, please complete the form provided in the link below. Make sure you select retirement and not resignation when completing the form.

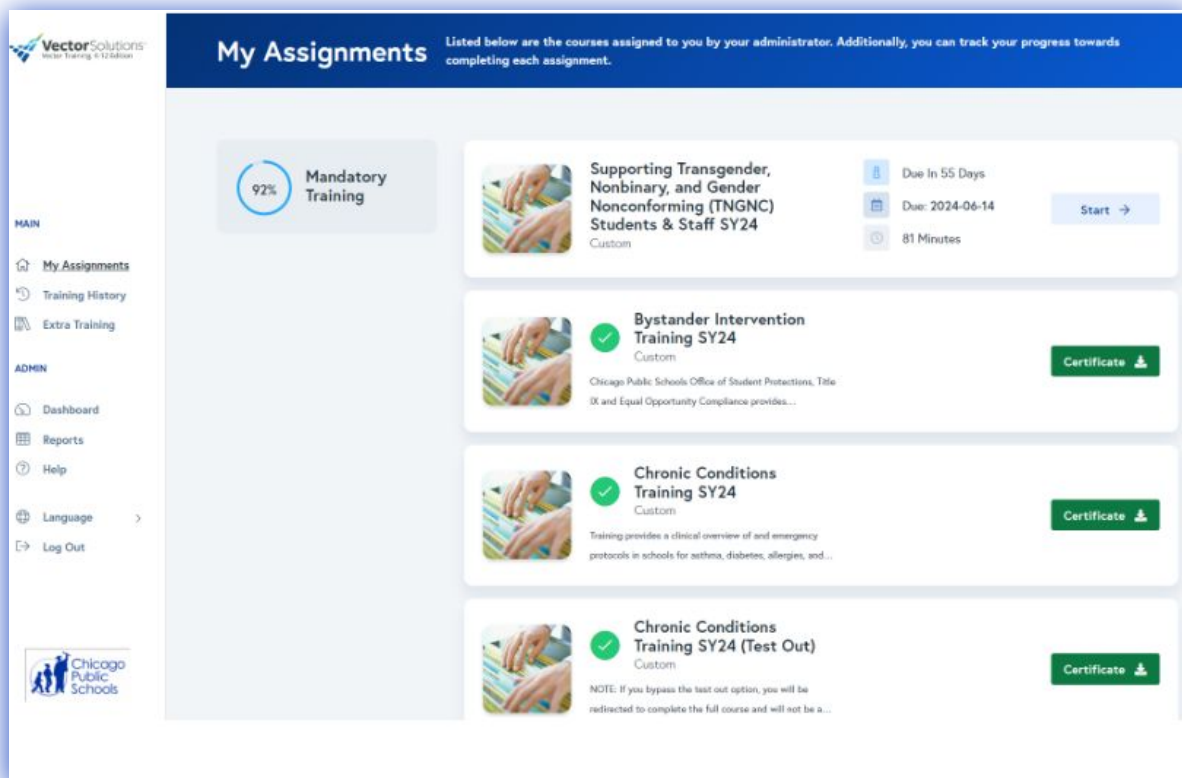
- [Retirement/Resignation Link](#)

Once the retirement or resignation form has been completed, retirees may rejoin the substitute pool by filling out the registration form and emailing it to subservices@cps.edu. Please note that our office will begin processing your registration only after your retirement has been officially posted.

- [SY26 Sub Teacher Registration Form](#)

The Substitute Services Department requires guest teachers to complete both of their professional development training courses offered in the Fall and Spring. Subs are paid during the pay period their PD was completed.

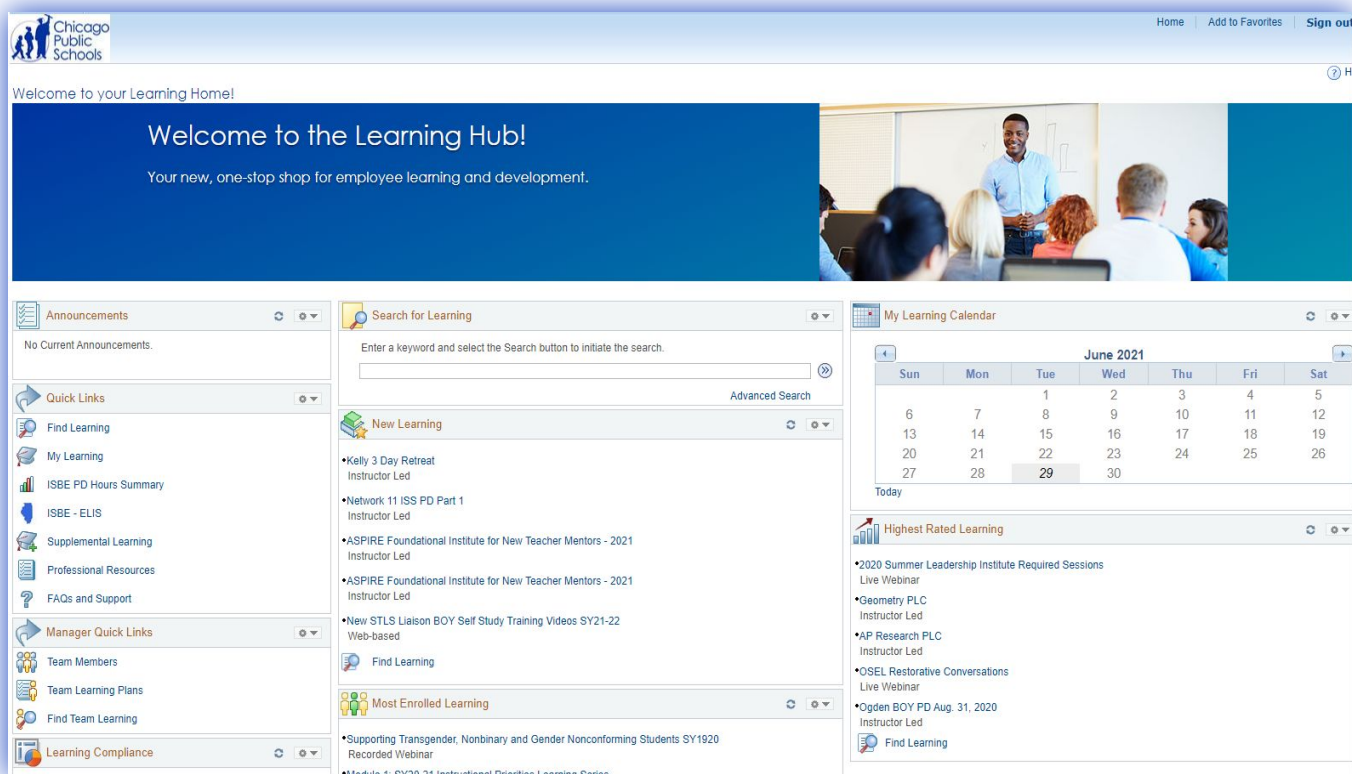
In addition to the guest teacher training courses, all CPS employees are required to complete other unpaid mandatory trainings on the SafeSchools platform each year. All required SafeSchools courses are important. State and Federal Regulations require CPS employees to complete these annual trainings. To remain compliant, guest teachers must complete the courses by each scheduled deadline. Each mandatory course is listed on their SafeSchools home page. Here's an example of a SafeSchools profile.



The screenshot shows the 'My Assignments' page on the SafeSchools platform. The page has a dark blue header with the 'VectorSolutions' logo and the title 'My Assignments'. Below the header, there is a list of assigned courses. On the left side, there is a sidebar with navigation links: MAIN (My Assignments, Training History, Extra Training) and ADMIN (Dashboard, Reports, Help, Language, Log Out). The main content area shows a progress indicator for 'Mandatory Training' at 92%. The list of assignments includes:

- Supporting Transgender, Nonbinary, and Gender Nonconforming (TNGNC) Students & Staff SY24**: Custom course, Due in 55 Days, Due: 2024-06-14, 81 Minutes. A 'Start' button is visible.
- Bystander Intervention Training SY24**: Custom course, Chicago Public Schools Office of Student Protections, Title IX and Equal Opportunity Compliance provides... A 'Certificate' button is visible.
- Chronic Conditions Training SY24**: Custom course, Training provides a clinical overview of and emergency protocols in schools for asthma, diabetes, allergies, and... A 'Certificate' button is visible.
- Chronic Conditions Training SY24 (Test Out)**: Custom course, NOTE: If you bypass the test out option, you will be redirected to complete the full course and will not be a... A 'Certificate' button is visible.

Guest Teachers are encouraged to sign up for additional unpaid training classes offered through the CPS Learning Hub cps.edu/learninghub.



Welcome to your Learning Home!

Welcome to the Learning Hub!

Your new, one-stop shop for employee learning and development.

Announcements

No Current Announcements.

Quick Links

- Find Learning
- My Learning
- ISBE PD Hours Summary
- ISBE - ELIS
- Supplemental Learning
- Professional Resources
- FAQs and Support

Manager Quick Links

- Team Members
- Team Learning Plans
- Find Team Learning

Learning Compliance

Search for Learning

Enter a keyword and select the Search button to initiate the search.

Advanced Search

New Learning

- Kelly 3 Day Retreat
Instructor Led
- Network 11 ISS PD Part 1
Instructor Led
- ASPIRE Foundational Institute for New Teacher Mentors - 2021
Instructor Led
- ASPIRE Foundational Institute for New Teacher Mentors - 2021
Instructor Led
- New STLS Liaison BOY Self Study Training Videos SY21-22
Web-based

Find Learning

Most Enrolled Learning

- Supporting Transgender, Nonbinary and Gender Nonconforming Students SY1920
Recorded Webinar
- Mindful 1: SY20-21 Instructional Priorities Learning Series

My Learning Calendar

June 2021

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Today

Highest Rated Learning

- 2020 Summer Leadership Institute Required Sessions
Live Webinar
- Geometry PLC
Instructor Led
- AP Research PLC
Instructor Led
- OSEL Restorative Conversations
Live Webinar
- Ogden BOY PD Aug. 31, 2020
Instructor Led

Find Learning

Each year, CPS offers an unpaid professional development conference, Googlepalooza. Sessions cover various topics on instructional technologies, classroom management, educational strategies, etc. Please visit cps.edu/googlepalooza for more information.



The CPS Employee Intranet is a more user-friendly version of the former Knowledge Center. It can be accessed at intranet.cps.edu or by clicking the intranet link on the [CPS.edu staff page](#).

EMPLOYEE INTRANET

Chicago Public Schools

BLOG

RESOURCES

APPLICATIONS

DATA

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Q

News

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Groups

Operations

Academics

Appreciation

WE ARE EXCITED TO ANNOUNCE OUR NEW

Employee Intranet

We each take a different path to support our students, schools, families, and communities. The results are always better (or at least less stressful!) when we work together. This site has been designed to keep us all connected. Here you'll learn what's happening throughout the district and get the support and resources you need.

LEARN MORE



What's Happening

Something's always happening at CPS! Find the latest updates, announcements, and news from across the district.

<u>Frontline Substitute Quick Start Guide</u>	<u>School Calendar 2025-26</u>
<u>Frontline Basic Training Video</u>	<u>New Frontline Login Process</u>
<u>Frontline Advanced Training Video</u>	<u>How to Access Sub PD Training</u>
<u>School Cadre DocuSign Forms</u>	<u>SY26 Fall Sub Teacher PD Slides</u>
<u>Citywide Cadre DocuSign Forms</u>	<u>Payroll Calendar 2025</u>
<u>Guidelines Regarding Professional Staff/Student Boundaries</u>	<u>Kronos FAQs</u>
<u>How Subs View "Notes to Substitute"</u>	<u>Photo ID Request Form</u>
<u>CPS Continuing Education Endorsements</u>	<u>School Profiles</u>
<u>Mental Health and Suicide Prevention Resources</u>	<u>Googlepalooza</u>
<u>Summer School Process for Clerks</u>	<u>Learning Hub</u>
<u>Substitute Timecard Review</u>	<u>Workman's Compensation</u>
<u>Substitute Manual Time Entry Edit Form</u>	<u>CPS Employee Intranet</u>
<u>Sub Timecard Quick Review</u>	<u>Retirement/Resignation Link</u>
<u>How to Submit an Aspen Incident Report</u>	

Classroom Management has so many levels and definitions. It is a full range of teacher efforts to oversee classroom activities, including learning, social interaction, and student behavior. The key to being a successful guest teacher is maintaining student interest in the learning process in the regular teacher's absence.



Managing Lower Grades:

- ❖ Arrive early and acclimate yourself to the classroom.
- ❖ Always greet the little ones with a smile. It's very stressful when they see a strange face that is different from their normal teacher.
- ❖ Establish yourself as a "safe" person who will be the teacher for the day.
- ❖ Stick to the routines of the classroom teacher has instructed. These include morning, lunch, and dismissal routines.
- ❖ Follow the seating chart. If a TA is available in the room, be sure to seek their guidance.
- ❖ Follow recess, bus and lunch schedules.
- ❖ Always follow established lesson plans as scheduled.
- ❖ Little ones need structure and they have their "habits". It's very important to know the teacher's protocol for handling students that "act out". Don't be afraid to ask the TA or another student for assistance.

Managing Upper Grades:

- ❖ Always arrive to the room on time. Dress professionally as not to blend in with students.
- ❖ Greet students at the door, have your name on the board, date, objective, assignment, and let them know you will collect their work.
- ❖ Take attendance, refer to sitting chart, and look attentive. If a seating chart is not available, you can make your own for personal reference.
- ❖ Go over what the classroom teacher left for students and make sure they are doing it. If they need assistance, help them or get another student to help.
- ❖ If a student does leave the room, make sure they sign out and give them a pass. Make sure they sign back in when they return to class. If there is no sign in/out sheet, make one. You are accountable for each student in class.

When interacting with students, consider these items:

- ❖ Never threaten a student.
- ❖ Listen before discipline.
- ❖ Never single out a student.
- ❖ Avoid talking over students. Gain the attention of all students before beginning class or making announcements. Look for how other teachers might gain student silence. For example, "1, 2, 3 eyes on me" or 2 fingers up" or "Raise your hand....."
- ❖ Limit the number of students out of their seat.
- ❖ Use direct eye contact and physical proximity to discourage student misbehavior.
- ❖ Never argue with a student.
- ❖ Switch activities/approach to the activity if it isn't working out.
- ❖ Do not hesitate to call the main office for assistance.

Achieve Effective Classroom Management by Adhering to the Following:

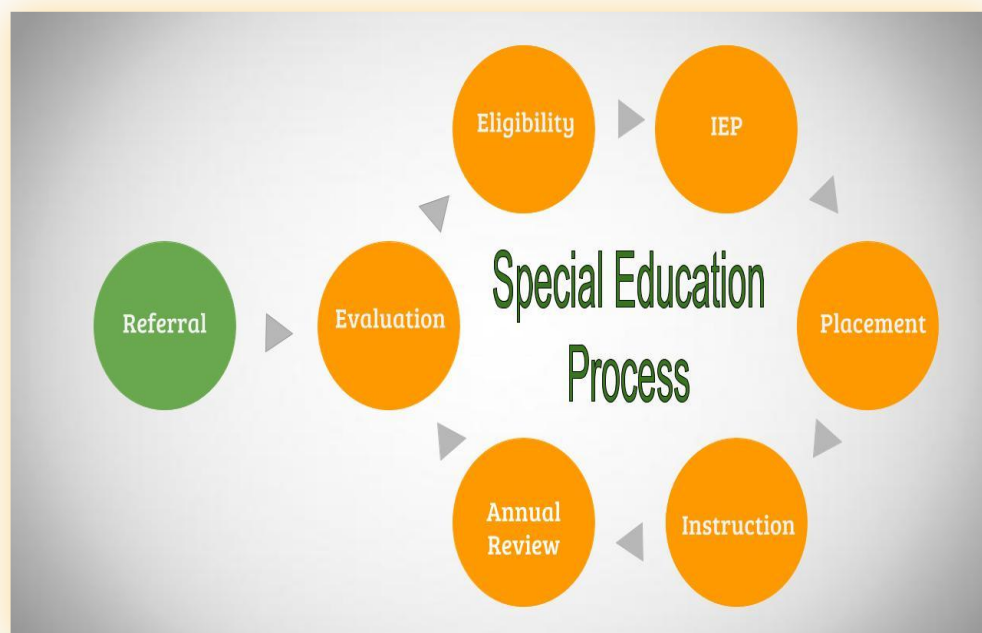
Respecting Students	Students respect adults who respect them. Each student is a person who deserves to be treated with respect regardless of his or her intellectual abilities, personal circumstances, cultural background or socioeconomic status.
Staying in Control	It's extremely important for the substitute not to lose his/her temper. Guest Teachers should model appropriate behavior even under highly stressful situations.
Sticking to the Lesson Plan - Be Proactive	Always follow the lesson plans left by the teacher to the best of your ability. Make sure the class knows the work will be collected for their teacher. Let the class know the teacher expects them to do their best work and be on their best behavior. If a lesson plan isn't there, call the main office for guidance or seek out a "team" teacher for assistance.
Follow the Schools Code of Conduct and Your Own	Smile at the beginning of the period as you cover classroom expectations as well as remind the students of the schools code of conduct.

Special Education Classes

Special Education Classes should have an educational setting as close to the general education as possible where they can still experience success. Each student in a special education class has at least one of the following disabilities.

ADHD/OHI	Cognitive Disability (CD)	Speech/Language Impairment
Autism	Orthopedic Impairment	Developmentally Delayed (DD)
Traumatic Brain Injury	Visual Impairment	Specific Learning Disability (SLD)
Deaf/Hard of Hearing	Emotional Disability (ED)	

Every student also has an **IEP** (Individual Education Plan) that spells out their goals for the year and itemizes entitled accommodations and services. Guest Teachers usually don't have access to IEPs. The classroom teacher, paraprofessional or administration should reveal pertinent information regarding particular students who may have specific needs or allowances. These could be outlined in their IEP, so it's important to follow any instructions the classroom teacher, paraprofessional or administration provides for a student.



Some Challenges May Require Extra Attention or Effort

- Adherence to a schedule
- Manage adaptive equipment
- Ability to multi-task and attention to detail
- Mindful of safety

Strategies for Working with Students Who May Have Special Needs

- ☐ Give instructions both orally and visually so students receive clear directions they can refer back to if needed.
- ☐ Monitor student progress and provide positive feedback often.
- ☐ Make activities short and concise. Break longer activities into a series of shorter task.
- ☐ Try to provide concrete examples and draw on real life experiences.
- ☐ Limit distractions and provide a safe learning environment free from environmental triggers such as loud noises, bright lights, and other things that can disrupt a students focus.
- ☐ Set students up for success during transitions; maintain consistent routines, give advance or repeat notice, and provide expectations.
- ☐ Use visual aids such as charts, graphs and pictures.

Key Points to Remember When Subbing in a Sped Classroom

- ☐ Follow lesson plans
- ☐ Prepare small groups and individual instruction
- ☐ Monitor students doing independent work
- ☐ Keep completed assignments organized
- ☐ Provide feedback for the teacher
- ☐ Use paraprofessional's knowledge of classroom structure and routine

What To Do When Things Don't Go As Planned

Scenario 1: A student becomes self-injurious, throwing large items around the classroom.

Solution: Contact the office as soon as possible. If the intercom isn't working, subs are allowed to use their cell to contact the main office. If there is a paraprofessional in the classroom, have them assist. They are usually trained for the situation.

Scenario 2: A student refuses to complete task or follow directions.

Solution: Use first/then statement and a calm voice/tone when addressing students.

ex. First you complete the first five problems, then you can have some free time. The sub should make sure that the "then" part of the statement is something the student can actually do. It's best to refer to the student's behavior plan because it usually gives sample statements. The student's **behavior plan** is included in each student's IEP. If a paraprofessional is assigned to the class, he/she can disclose the information to you.

Scenario 3: A student screams and/or says something inappropriate to peers and/or you.

Solution: "**Manage your tell**" meaning don't let your frustration show on your face or in your tone. Continue to manage your tell and provide the verbal prompt "Go to your desk" or designated area specified in their behavioral plan. Talk to them face to face and say, "It looked like you were angry/upset/frustrated. Is this correct? If they say yes, ask them what made them feel this way and help them problem solve.